tern was renewed and under the Tang it was reorganized and greatly extended. It is not surprising that during the Sung, with its Confucian revival, a structure existed which constituted—at least on paper—a kind of pyramid beginning with a school in eaclr administrative subdivision and culminating in institutions in th$ capital. Even under the Mongols there were government schools. The Ming, with its emphasis upon Confucianism and its thorough-going strengthening of the civil service examinations, not un-naturally still further elaborated the educational program. In theory its system contemplated a school in each village, *hsien, chou,* and *fu,* and a national institution in the capital. Some of the students were to be subsidized from the public revenues. The Ch'ing followed the Ming, with modifications, and had a papei plan which called for schools of several kinds in the capital, in-cluding some for the Manchu nobles and Bannermen and what might loosely be termed a national university, a college in each of the provinces, and a school in every *fu, chou, hsien,* and vil-lage.

In practice the system outlined by the Ch'ing was only im-perfectly put into operation. To be sure, several schools existed in the capital. There were, too, provincial and some prefecture! colleges. The majority of the students in these institutions were supported at public expense, the income to maintain them com-ing from endowments or from official subsidies. Village schools were largely left to local initiative. The Imperial Government for the most part contented itself with conducting the civil service examinations and with maintaining a few schools in Peking and the provinces (often halfheartedly), and left the student, with such aid as the local authorities or the village or

family might give him, to obtain his preparation where and as he could. The high esteem in which degrees were held prevented any dearth of candidates for the examinations. The Central and Provincial Governments could be sure that ai> ample number of aspirants would appear, well equipped in the type of education demanded by the tests, without much, if any, financial aid from imperial officialdom. At least under the Ch'ing, then, and possibly through most of China's history, primary education was left to local and private initiative. When they could afford it, families seem usually to have em-